

EYE ON LEARNING



Volume 3, Issue 2

Lifelong Learning Institute

March 2006

Lifelong Learning Institute's Calendar Available

You can find the Eye on Learning newsletter on DWITE, IDWD's intranet website. The schedule of upcoming classes will be contained in this newsletter, which will be published bi-monthly during 2006. If you do not have access to DWITE, this information can be found by accessing the IDWD website at:

<http://www.in.gov/dwd/partners/lli.html>

When additional training opportunities are scheduled throughout the year, staff will be notified via email and given the class and registration information.

Check Out These Websites!

Public Speaking:

<http://www.ljlseminars.com>

<http://www.gorin.com>

<http://www.nsaspeaker.com>

<http://www.speaking.com>

<http://www.santcorp.com>

Training Information:

<http://www.activetraining.com>

<http://www.learnativity.com>

<http://www.trainseek.com>

<http://thiagi.com>

<http://www.newsletterinfo.com>

<http://www.businessballs.com>

<http://www.nwlink.com/~donclark/> (new)

Presentation Skills:

<http://www.powerpointers.com>

<http://presentations.com>

<http://www.presentersuniversity.com> (new)

<http://www.brainybetty.com> (new)

Schedule of Upcoming Classes

March

9	Delivering Exceptional Customer Service	Vincennes
16-17	CS3 Internet Staff View	New Albany
16-17	Microsoft PowerPoint I	Muncie
21	Basic Test Administration	OTB
22-23	CS3 Internet Staff View	New Albany
22-23	Microsoft Excel I	Evansville
23	Quality Job Order Training	LaPorte
23-24	Microsoft Excel I	Kokomo
30-31	Microsoft PowerPoint II	Muncie

April

5-6	Microsoft Excel I	OTB
5-6	Microsoft Excel I	Ft. Wayne
6-7	Microsoft Access I	Terre Haute
7	Workshop Presentation Skills	Gary
11-12	Microsoft Excel I	New Albany
12-13	Microsoft Word I	OTB
19-20	Intermediate Microsoft Excel	Evansville
19-20	Microsoft Access I	OTB
19-20	Microsoft PowerPoint I	New Albany
20-21	Intermediate Microsoft Excel	Kokomo
25-26	Microsoft PowerPoint	OTB
26-27	Microsoft Access I	Gary
28	e-Recruit	Muncie
28	e-Recruit	Muncie

May

3-4	Microsoft Word I	Ft. Wayne
5	Delivering Exceptional Customer Service	Terre Haute
8-12	New ES6 Lecture	OTB
10-11	Microsoft Word I	Evansville
11-12	Microsoft Word I	Kokomo
18	Workshop Presentation Skills	Gary
24-25	Intermediate Microsoft Excel	Ft. Wayne

Please register for these classes by submitting your registration forms to the Lifelong Learning Institute or by emailing LLI at LifelongLearningInstitute@dwd.in.gov.

Remember! **CALL-TO-SCHEDULE** classes are available if you would like to bring a specific training class to your location. Contact Bob Hays (965) 962-8591, ext. 207, for this Lifelong Learning Institute service.

Eye on LLI Staff

Connie Stanfield

Connie Stanfield joined the LLI in January as the Agency Training Contact Person (ATCP). In this role, Connie is responsible for registering IDWD staff and partners for LLI classes, vendor classes and maintaining IDWD training records.

Connie has worked for DWD for most of her career and is an advocate of lifelong learning. She has been taking courses through IUPUI for several years through DWD's Go Out and Learn (GOAL) program. She appreciates how LLI trainers contribute to helping the agency accomplish its mission, vision and priorities. She views training as an important component to help ensure the success of IDWD.

Connie is a strong believer in volunteer work and travels and does volunteer work locally and internationally. Last summer, she visited Washington D.C., New York and Florida while attending educational/cultural conventions in the company of her very spiritual and diverse friends.

Connie works out at the Peak Performance Fitness Center several times a week. Connie's philosophy of life is to embrace the Golden Rule.

For training questions, you can call Connie at 317-233-9927 or e-mail her at CStanfield@DWD.in.gov.



English Vocabulary (50¢ Words for the Quarter)

Execrable - detestable, very bad, wretched

Arboreal - of or relating to trees; inhabiting or frequenting trees

Copasetic - very satisfactory

Assay - to attempt, to analyze, or to judge the worth of

Cack-handed - clumsy or inept; backwards

Elide - to omit or leave out; to curtail or suppress

**50¢ words sent to Eye on Learning by Bruce Meyer

If the reader has any good 50¢ words, send them to Carol Radke. (cradke@dwd.in.gov)

The Right Side of the Line

Creating a Respectful and
Harassment-Free Workplace

Regardless of position, title or level in the organization, it is the job of every employee to help create a professional workplace by demonstrating appropriate behavior, following organizational policies and complying with the law.

In order to help ensure a harassment free workplace, the Lifelong Learning Institute will present ***The Right Side of the Line: Creating a Respectful and Harassment-Free Workplace.*** This is a three hour workshop designed to help IDWD build a respectful and harassment-free work environment and will be **mandatory** for all staff. By the end of the Workshop, participants will be able to recognize and respond appropriately to unprofessional, prohibited and illegal behaviors in the workplace before they escalate into costly lawsuits and lost productivity.

Training will be held in conference room 16 in the Conference Center located in the Indiana Government Center South. Admin and WorkOne staff in Indianapolis may attend a morning class (9:00 a.m. - 12:00 noon) or an afternoon class (1:00 p.m. - 4:00 p.m.) on one of the following dates:

April 3, April 7, April 10,
April 11 (**afternoon only**)
April 24
April 28

Training for WorkOne staff located in the local offices will be scheduled regionally in the near future.

Register through Connie Stanfield, Agency Training Contact Person for the Lifelong Learning Institute. Carol Radke will address any questions regarding this training.



The Eye on Learning Newsletter

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Creating Training Stickiness before the Training Sessions

Here are six more tips to help you provide training and development that will transfer skills back to the job.

- **Provide information for the employee about exactly what the training session will involve**, prior to the training. Explain what is expected of the employee at the training session. This will help reduce the person's normal anxiety about trying something new. If he knows what to expect, he can focus on the learning and training transfer rather than his potential discomfort with the unknown. (For example, if you offer a team building session, people invariably wonder if they will have to touch each other or "do group hugs". This would be good to let people know ahead of time.)

- **Make clear to the employee that the training is his responsibility and he needs to take the training seriously.**

He is expected to apply himself to the training and development process before, during, and after the session. This includes completing pre-training assignments, actively participating in the session, and applying new ideas and skills upon returning to work.

- **Make sure that internal or external training providers supply pre-training assignments.** Reading or thought-provoking exercises in advance of the session promote thoughtful consideration of the training content. Exercises or self-assessments, provided and scored in advance of the session, save precious training time for interaction and new information. These ideas will engage the employee in thinking about the subject of the session prior to the training day. This supplies important paybacks in terms of his interest, commitment, and involvement.

- **Train supervisors and managers either first or simultaneously so they know and understand the skills** and information provided in the training session. This will allow the supervisor to: model the appropriate behavior and learning, provide an environment in which the employee can apply the training, and create the clear expectation that he expects to see different behavior or thinking as a result of the training. An executive, who has participated in the same training as the rest of the organization, is a powerful role model when he is observed applying the training.

- **Train managers and supervisors in their role in the training process.** The average supervisor has rarely experienced effective training during his career. Even rarer is the supervisor who has worked in an environment that maximized transfer of training to the actual workplace. Thus it is a mistake to believe that supervisors automatically know what must happen for effective training to take place.

You can coach supervisors about their role. Provide a handy tip sheet that explains in detail the organization's expectations of the supervisor in support of effective training.

- **Ask supervisors to meet with employees prior to the training session** to accomplish all that has been recommended in this article. Discuss with the individual what he hopes to learn in the session. Discuss any concerns he may have about applying the training in the work environment. Determine if key learning points are important for the organization in return for the investment of his time in the training. Identify any obstacles the employee may expect to experience as he transfers the training to the workplace.

Source: This article, written by Susan M. Heathfield, is the first of a several-part series about making training and development produce the results you need for your organization.



Lifelong Learning Institute

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Random Response Devices

Koosh balls, wadded up socks in a ball, net bath sponges, stuffed animals, rubber chickens, flexible Frisbees, a piece of fruit or vegetable, a funny hat, an inflated balloon all work as a random response device.

1. **Pair-Toss:** After a pair-share, in which trainees have paired up to share information, use an RRD so that a few of the pairs report out to the whole group.
2. **Answer Toss:** Ask the whole group a question; give participants a few seconds to tell a neighbor their answer, then use the RRD to elicit a few answers aloud.
3. **Group Sentence Toss:** Tell your small groups to summarize in one sentence the main idea or point from a lecture or small-group discussion. Then toss the RRD and have each group state its sentence.

Source: Sharon Bowman, Presenting with Pizzazz, 1997, pp. 49-50.

Celebrate Learning!



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